

# St Luke's Primary School



## St Luke's Behaviour Policy

2023 - 2024

UNCRC Article 3: Everyone who works with children should do what is best for each child.

UNCRC Article 19: You should not be harmed and should be looked after and kept safe.

UNCRC Article 37: if you do the wrong thing, you have a right to be treated fairly.

St Luke's School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: **'Ready, Respectful, and Safe.'**

At St Luke's School we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches with appropriate consequences

### Purpose of the behaviour policy

- To provide simple, practical procedures for staff and children that:
- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

**All staff must:**

- Embrace the school behaviour policy
- Take time to welcome children at the start of each morning and afternoon session
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

**The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, communicate with parents and certificates
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support staff in managing children with more complex or challenging behaviours

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## Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

## Children want teachers to:

- Give them a 'fresh start' every lesson
- Keep calm and help others keep calm
- Have a sense of humour

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. Based on the work of Paul Dix, good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children, following our behaviour expectations are beyond their developmental level. Where this is the case, individual children will have a bespoke behaviour plan that is regularly reviewed.

## School/Class charters

The adults and children use these school rules to co-create class behaviour expectations called "charters". Together we are all encouraged to follow and adhere to them.

These charters encompass all that we hope to achieve in managing the behaviour of our children and are embedded in our school ethos. These expectations are reinforced regularly through praise and rewards and through the use of sanctions if necessary. Ultimately we hope our children will feel an inner sense of satisfaction that comes from presenting positive behaviour. The charters are displayed in all classes.

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> <li>1. Be Ready</li> <li>2. Be Respectful</li> <li>3. Be Safe</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Persistently catching children doing the right thing</li> <li>3. Picking up on children who are failing to meet expectations</li> <li>4. Accompanying children to</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognition boards, including at lunchtimes</li> <li>2. Notes home (Above and Beyond) Appendix C</li> <li>3. Communication with parents</li> <li>4. SLT praise</li> </ol>

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	<p>the playground at the end of every day</p> <ol style="list-style-type: none"> <li>5. Praising in public</li> <li>6. Reminding in private</li> <li>7. Consistent language</li> <li>8. Escort children to and from the playground at playtimes and lunchtimes</li> </ol>	
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Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REDIRECTION	<p>Gentle reminder / encouragement - non-verbal clue</p> <p><b>Eg: Drawing the child's attention to their book to begin writing</b></p> <p><b>Eg: Drawing a child's attention to someone who is 'left out'</b></p>
2. REMINDER	<p>Given privately/quietly wherever possible: I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p><b>Eg: - 'I notice that you haven't opened your book yet. You are breaking our school rule of being ready to learn. Please open your book and start your work. Thank you.'</b></p> <p><b>Eg: 'I notice that you haven't included **** in your game. You are breaking our school rule of not keeping others safe. Please invite them to join in. Thank you.'</b></p>
3. CAUTION	<p>noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ..... ) (learner's name), Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p><b>Eg: - 'I have noticed you are still not ready to do your work. You are breaking the school rule of being ready. If you fail to complete your work now, you are choosing to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you.'</b></p>

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	<p>Eg: I've noticed you are excluding **** from your game. You are breaking our school rule of not keeping others safe. If you keep excluding **** you are choosing to not join in yourself. Do you remember yesterday when you all played together and included everyone? That is what I need to see today. Please invite them to join in. Thank you.'</p>
<p>4. TIME OUT</p>	<p>I noticed you chose to ..... (noticed behaviour)          You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes.</p> <p>Eg: - 'I have noticed you chose to not complete your work. You are breaking the school rule of being ready to learn. You have now chosen to go and stand in the corridor and pay back that time at the end of the lesson. I will come and speak to you in two minutes. Thank you.'</p> <p>Eg:- 'I have noticed you chose to not include ****. You are breaking the school rule of keeping others safe. You have now chosen to stand with me and lose time playing with your friends. I will speak to you in two minutes. Thank you.'</p>
<p>5. FOLLOW UP - REPAIR &amp; RESTORE</p>	<p>A restorative meeting between the child and adult (supported by KS leader if appropriate).</p> <ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.)</li> <li>• What were you feeling at the time?</li> <li>• How have you felt since?</li> <li>• Who has been affected by what you have done?</li> <li>• In what way have they been affected?</li> <li>• What do you think you need to do to make things right?</li> <li>• How can we do things differently in future?</li> </ul>
<p>6. ESCALATION OF TIME OUT*</p>	<p><b>*DO NOT describe child's behaviour to another adult in front of the child*</b></p> <p>If after step 5, the child is not settled to return to the classroom without disrupting the learning of others, the child should be escorted to the KS leader's classroom for the remainder of the lesson. The child will then return to the original adult for repatriation process with the support of the KS leader.</p> <p>Eg: You are still not ready to learn so have chosen to go to KS leader's classroom to complete your work. We will speak to you at the end of the lesson. Thank you.</p> <p>Eg: You are still not ready to include **** so have chosen to go to KS leader for your lunchtime. We will speak to you at the end of lunchtime.</p>

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	<b>Thank you.</b>
7. FOLLOW UP - REPAIR & RESTORE	<p>A restorative meeting between the child and adult supported by KS leader.</p> <ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.)</li> <li>• What were you feeling at the time?</li> <li>• How have you felt since?</li> <li>• Who has been affected by what you have done?</li> <li>• In what way have they been affected?</li> <li>• What do you think you need to do to make things right?</li> <li>• How can we do things differently in future?</li> </ul>
8. FORMAL MEETING*	<p>If reconciliation is unsuccessful, a formal meeting will be convened with child, adult and member of SLT. Targets will be agreed and monitored over the next 2 weeks.</p> <p>Parents will be informed. Recorded on My Concern</p>
<p><b>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</b></p>	

## Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

## Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

## Impositions

If a child needs to catch up or payback time lost in learning then a simple imposition is quick, effective and takes no precious time away from staff. Impositions are additional work that must be completed that evening & countersigned by the parent and returned the next morning. A short, pre-written note is attached to the piece of work.

## Adult Strategies to Develop Excellent Behaviour

**IDENTIFY** the behaviour we expect

Explicitly **TEACH** behaviour

**MODEL** the behaviour we expect

**PRACTISE** behaviour

**NOTICE** excellent behaviour

**CREATE** conditions for excellent behaviour

## Language around Behaviour

At St Luke's School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit'

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are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

## **BEHAVIOUR PATHWAY**

Redirection

Reminder

Caution

Time Out

Follow up/Reparative Conversation

Escalation of Time Out, involving SLT

Follow up/Reparative Conversation, involving SLT

Formal Meeting involving SLT and parents

Seclusion

Exclusion

## **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke behaviour plans / behaviour contracts.

The school will record all serious behaviour incidents using school systems and then stored securely.

Exclusions will occur following extreme incidents at the discretion of the Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

## **Physical Attacks on Adults**

At St Luke's School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with the DfE guidelines on Physical Intervention and Use of Reasonable Force and should call for support if needed. **Only staff who have been trained in physical restraint (MAYBO 2) should restrain a child following a formal "Manual Handling Plan" in conjunction with SEMHIT/CYPES Inclusion Team.**

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on using school systems. We appreciate these incidents can cause distress for the adults involved, therefore

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all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. However, exclusion will be considered to enable exploration of options and the creation of a plan around the child.

## **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

## **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

## **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff.

Sanctions may be in the form of withdrawal of privileges or fixed term exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school

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- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

## **Roles and Responsibilities**

The Head Teacher will be responsible for the implementation and day to day management of the policy and procedures. Guidance on their consistent application forms part of Staff Induction, and is also regularly updated for all staff. Continual Professional Development is provided when staff needs are identified as part of Appraisal.

Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.

The head teacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

## **School support systems**

We believe that all staff in our school must take account of the individual needs and circumstances of pupils when implementing behaviour policies. Good practice would be to follow the guidance within this policy and to keep instructions short and clarify understanding by asking pupils to repeat them.

We would expect staff to make reasonable adjustments in the application of our behaviour policy for pupils with special educational needs and/or disabilities. Specific support mechanisms will be provided to assist those who need special consideration in the type of teaching provision and resources offered to them to ensure they reach their full potential.

All staff will be provided with regularly updated information regarding pupils who have special educational needs and/or disabilities. It is expected that staff will use this information wisely when implementing the



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school behavioural policy. Internal records will be regularly scrutinised in order to identify trends/ patterns/ antecedents of behaviour and also to monitor the impact of interventions used.

Pupils may be vulnerable at all times or at specific times during their school career. Liaison with the SENCO is advisable if particular pupils experience persistent difficulty in adhering to the school rules. The SENCO may be able to arrange suitable intervention.

## **Consultation, monitoring and evaluation**

Consultation of staff, pupils and parents inform our monitoring and evaluation of school policies. This policy is available for all parents to read on the school's website.

The procedures will be monitored by the Head teacher to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and the principle that every member of the school has a responsibility towards the whole community.

## **Complaints Procedure**

If a parent has concerns about the way their child is treated or the school's actions (or lack of action) while at St Luke's, they should in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy and making good progress. They always want to know if there is a problem, so that they can take action quickly before the problem becomes more serious.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should follow the schools graduated response processes: Key Stage Leader, Deputy Headteacher and finally contacting the Headteacher. The school considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the complaint is against the Headteacher, parents may contact the CYPES Senior Advisor allocated to the school. A policy, outlining the complaints procedures, is available from the School.